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DEPARTMENT OF EDUCATION

MAN IN SOCIETY

AN OPTIONAL COURSE FOR GRADE 11 OR GRADE 12 OF
THE FOUR-YEAR PROGRAMME

These courses are experimental in that they will be subject to review.
Suggestions for their improvement will be welcomed.

MAN IN SOCIETY

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MAN IN SOCIETY

PREFACE

The aim of this course is to lead the student to an understanding of some of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives.

The teacher will require a sound grounding and interest in one or more of the social sciences, a wide background of general knowledge, and a considerable appreciation of contemporary affairs. Teaching experience in traditional fields will prove an asset.

The students will realize that the course is directly related to the problems of everyday life. Flexible, resourceful presentation of the course items should stimulate their interest and encourage their participation.

Two parts make up this booklet, the syllabus and the guide. The first part, the syllabus, lists the subject matter of the course in outline. The second part forms a guide for the teacher. Its suggestions are not intended to exclude other procedures, nor are they prescriptive. Each teacher must have the freedom that is necessary to develop the topics in accord with the objectives he sets for the course. The teachers who pioneered this course have provided most of the material in the teaching guide.

PART A - THE SYLLABUS

UNIT 1: A SURVEY OF SOCIAL INSTITUTIONS

The Family should be examined in depth to evolve the concept of institutions, their purpose and modifiability. A survey of the school, church and state should be taken to broaden these concepts without going into great depth at the expense of later topics.

The Family

Family forms in history
Marriage customs of the past
Influences of modern cultural changes on the family
Modern suburban life
Institution defined; purpose of an institution; types of institutions
Modifications of institutions

The School

Changing meaning of education
Development of ethical values
Training for world responsibility
Modern school facilities

The Church

Religious tolerance
Religion and ethics
Organized religion to-day

The State

Role of the state
Classification of government activities
The state and new social needs

Some Other Institutions

The Courts
Industry and Business

Projects and Problems

1. (a) Contrast the typical urban house of fifty years ago with present day multiple-unit dwellings or the modern suburban residence.
(b) How did the style of housing in each case influence and reflect family living?
2. How does government act as a means of social control? Develop a report on these controls.
3. Develop a report on the strengths and weaknesses of individualism in modern business.
4. Presenting your material in the form of a research report, compare family life in the small town with family life in a suburban area.
5. It has been asserted that the greatest freedom is found within the limits of the law. What do you understand this statement to mean?
6. In the course of the past fifty years in what ways has education endeavoured to meet the challenge of changing social conditions?
7. Why is training for world responsibility a necessity to-day?
8. What developments have recently taken place in church unity and co-operation?

UNIT 11: SOCIETY AND CULTURE

The Social Environment

Contrast between isolation and contact
Criteria for the definition of society
The function of society
The bonds of society
The importance of communication
Direct and indirect means of communication

Development of Civilization

Differences in standards and values
Dependency of man upon the cultural heritage
Cultural change
 Influence of inventions on civilization
 Rapidity of modern cultural change
 Necessity for adjustment to cultural change
Influence of physical environment on civilization

Projects and Problems

1. Microfilm is now being used widely to record vast amounts of printed material in a small space. Discuss the advantage of using this device for communication with people who will live 100 years from now.
2. Write an essay entitled "If I were Isolated for a Year". Tell of the effects of isolation. Indicate what you would do to keep some contact with society.
3. Read the short story "The Country of the Blind" by H. G. Wells. Show how it illustrates the effects of isolation on a people's progress.
4. What probable future developments in transportation and communication will contribute to man's mastery of his environment?
5. How do customs and tradition influence the individual?
6. List inventions, discoveries, and knowledge attributed to Stone Age men.
7. Report in some detail on one of the first inventions or discoveries made by primitive men.
8. Report on the customs of a patriarchal family.
9. Exhibit pictures dealing with primitive and nomadic peoples.
10. Develop a project dealing with early Canadian folk music (including Indian and Eskimo).
11. Prepare reports on Burbank, Mendel and Thomas Huxley. Bring out the contribution each made toward the understanding of heredity and environment.
12. What adjustments did Robinson Crusoe make in his way of life in order to save himself from insanity?
13. Give reasons why it would be harder to live an isolated life to-day than it was a hundred years ago.
14. What are some of the remarkable things that men in our civilization have done to master their environment?
15. How does man compare with animals in his ability to adapt himself to his environment?
16. How does the natural environment give rise to great national and international problems to-day?
17. Why do animals fail to build up a culture?
18. List culture traits in existence to-day that were unknown in the culture of 1800.

19. What difficulties are there in taking the Eskimos or some other isolated people as examples of life of our own ancestors in the Stone Age?
20. Give examples of cultural lags in our own society.
21. What relationship exists between the structure of modern society and the tribal organization of the past?
22. Make a list of the characteristics acquired mainly through heredity.
23. How do you explain the greatness of Beethoven, Churchill, or Edison? Would you attribute this greatness to heredity, unique opportunity, or a combination of both?

UNIT 111: INDIVIDUAL DEVELOPMENT AND LEARNING

The Roles of Heredity and Environment in the Development of the Individual

The distinctions between heredity and environment

Racial heredity and racial traits

Ancestral heredity

Environmental influences

Habits and Conditioning

Motor skills

Learning through understanding

The conditions of learning

Failure of retention

Thinking, Reasoning, and Problem-Solving

The images of thought

Directed thinking

Creative thinking

Obstacles to problem-solving

Associative thinking

Logic

The Relationship Between Motives and Emotions

Motives - the drives to action

Physiological motives

Social motives

Special kind of personal motives - interests and attitudes

Emotions and physiological changes

Fear and Anxiety

How emotions colour our thinking

Projects and Problems

1. From the lives of great poets, musicians, writers, and scientists, examine instances of great creative achievement.
2. Trace the influence of such creative achievement on later society.
3. For interesting studies and experiments on learning and remembering see Candal and Campbell: Exploring Behaviour (Basic Books), General Publishing Company.

UNIT IV: MANNERS, MORALS, AND LAW

Manners

Morals

Law - Criteria of sound law

Rights

Freedom

Justice

The Problem of Crime

Definition of crime

Classification of crime

"White collar" crime

Crime in public office

Juvenile delinquency

The cost of crime

Conditions which produce the criminal

The courts

Treatment of offenders

Development of modern prisons

Probation and parole

Improving correctional procedures

Segregation of habitual criminals

Prevention of crime

Projects and Problems

1. Give a brief report on the codes of Hammurabi and Draco. Compare these codes to modern concepts of justice.
2. Develop a chart of five major social institutions and indicate the most important customs each perpetuates.
3. Write a report on a major reform movement of the 19th Century (e.g. Wilberforce and the Slave Trade, Elizabeth Fry and Prisons) and indicate how vested interests and indifferences affected the movement.
4. How does a group enforce its mores?
5. Develop a report on the temptations toward crime in our society.
6. Prepare a report on the probation and parole systems in your community. What seems to be the percentage of success under these systems? Do you favour a parole program?
7. Prepare a statistical report on prisoner rehabilitation. What goods may be manufactured in prisons? What training and courses may be offered to prisoners?
8. Arrange a visit to a local court.
9. Prepare a simple report on the Canadian Criminal Code under the headings: (a) Classification of crimes, (b) Number of sections dealing with crime against the state, persons and property, (c) Recent amendments to the Code.
10. "Crime is a false solution to a personal problem". Explain.

11. Discuss the following statements: (a) Crimes against property increase during the winter months, (b) The age group from 16 to 20 has the highest rate of burglary and larceny, (c) Crime against property decreased during World War II.
12. Why is there a far higher rate of crime in the city than in the country?
13. In sentencing a criminal should a judge be influenced more by the nature of the crime than by the character of the offender?
14. Discuss the following statement: "Not severity of punishment but certainly that the criminal will be caught and convicted is the best deterrent to crime".
15. Seventy per cent of all prisoners are repeaters. How do you explain this?
16. Some persons argue that parole is costly to society in that many parolees fail and commit further crimes. Others argue that parole would save from a life of crime many who, because of imprisonment, become habitual criminals. Discuss this controversy.

UNIT V: SOCIAL STRUCTURE IN THE MODERN COMMUNITY

Primary and Secondary Groups

Reference Groups

Social Groups

Ethnic Groups

The Peer Group

Power Groups Within Our Society

Financial organizations

Political groups

Organized lobbyists - effect of lobbying on legislative action

Racial groups

Religious groups

Minority Groups in a Democratic Society

The racial problem in the United States

Asians of the Pacific coast area

Indians and Eskimos of North America

Anti-semitism

Biculturalism

Effect of Group Pressures on Public Opinion

Projects and Problems

1. In an essay trace the history of the Negro problem in the United States.
2. Name some important provisions of Canadian immigration law. What changes, if any, would you favour?
3. Discuss the chief reasons for race and nationality prejudice. Consider (a) Ideas of inferiority, (b) "In-group" versus "out-group" attitudes, (c) Attitudes of adults, (d) Economic competition, (e) Stereotypes.
4. Develop a short report on the differences between caste systems and open-class social structures.
5. What are the chief primary groups?

6. What are some of the important qualities that we acquire in the primary group?
7. If you were suddenly to inherit a million dollars, what major social problem would you face?
8. On this continent we are considered to have an "open-class" society. To the extent that we have this type, in what ways is it more realistic than the aim of some countries toward a classless society.
9. Give examples of how the individual conforms in society. Why does society demand conformity? How much conformity should society demand? To what extent has non-conformity of the individual been a benefit to the development of society?
10. Compare the "caste system" of India with the type of "class system" which we might be considered to have on this continent.

UNIT VI: THE INDIVIDUAL AND SOCIETY

The Power of Society to Influence Individual Thinking

Group expectations of the individual

The informal controls of primary groups

Control in society at large

Where we get our facts and opinions

The transmission of ideas

Suggestion

Persuasion

Coercion

Advertising

Propaganda

Agencies of influence

Democracy and the Individual

The movement toward democracy

Economic pressures

Types of democracies

Active democracies

Passive democracies

Parliamentary democracies

Role of the citizen in a democracy

Labour and Management

Management

Unions

International regulation of labour-management affairs

Competitive pricing, the problem of industry

The public and labour-management activities

The movement toward co-operation between government, labour and management

Projects and Problems

1. Select an article on a controversial subject and select from it examples of (a) statement of fact, (b) statement of opinion.
2. Find clippings that illustrate propaganda. Develop simple reports on what these clippings seek to have you believe.
3. Prepare an exhibit of advertising. Place similar advertisements together under such headings as "Appeals to Fear" and "Appeals to Pride".
4. Observe a public speaker's attempt to win his audience. What techniques did he use?

5. Prepare a bulletin board display of what you consider to be (a) effective advertising, (b) ineffective advertising.
6. Choose a current topic of national importance and over a brief period of time collect as many opinions as possible on it. Include newspaper clippings, radio speeches, news broadcasts, and interviews.
7. List some of the functions of society taken over by government in the past 25 years.
8. Prepare an essay on the provisions for social welfare in Canada to-day.
9. Discuss the possibility of public opinion polls influencing the outcome of an election.
10. Which is more reliable, our memory of an unexciting happening or of one that was exciting? Give reasons for your choice.
11. How do we form stereotypes? How do they impede clear thinking?
12. How may a newspaper's special interest affect its coverage of the news?
13. Under what conditions might a people be willing to exchange democracy for dictatorship?
14. What weaknesses are inherent in public opinion?
15. Why is public opinion easily exploited?
16. "Bad newspapers tend to drive good ones out of circulation." Discuss this statement.
17. Debate: Resolved that motion pictures, television, and radio programs mould public opinion in the interest of a better society.
18. Could pressure groups exist in a totalitarian state? When do such groups constitute a threat to government by the majority?
19. What part does fashion play in controlling our behaviour?
20. What can you say to prove or disprove the statement that the radicals of one generation are the heroes of the next?
21. How do radio and television serve the process of democratic government?
22. What are the essentials for sound public opinion?
23. During a period of two or three weeks collect for use in class discussion all articles concerning management-labour affairs.
24. Prepare a report on labour legislation in Canada.
25. Report on the details of a labour contract recently negotiated by some major industry or by a company in your community. What concessions did each side make?
26. What is the purpose of a labour union? Why do union members sometimes resort to striking or picketing?
27. What are some of the items included in modern labour contracts?
28. When does the government interfere in strikes? Describe mediation services.
29. Using examples from Canadian industry, develop a report on profit sharing.
30. Have three students represent labour and three represent management at the council table. Have the class decide what the issues of the discussion are to be.

UNIT VII CHALLENGES OF CONTEMPORARY SOCIETY

Teachers should feel free to link the following problem studies to relevant sections of the first six units.

Rapidity of Technological Change

The present industrial revolution
Educational problems arising from this revolution
Effects of automation
The problem of unemployment and the need for re-training
The position of the unskilled worker in our society

Projects and Problems

1. Compare the social effects of the 19th Century Industrial Revolution with the effects of the present technological revolution.
2. Visit a newspaper office or library and spend an hour reading a newspaper file of 1900. Make a list of customs and methods of living that differ from those of the present day.
3. Make a list of customs and methods of living that will differ in the year 2000 A. D. from those of the present day.
4. Organize a field trip to an automated plant.
5. When Edison invented the light bulb, people were afraid to use it for fear it would blow up and kill them. Do you recognize a parallel in modern inventions?
6. What inventions of the last fifty years have made it possible for culture traits to spread more rapidly throughout the world?

Leisure

Importance of recreation to the individual
Leisure defined
Tests of good recreation
Entertainment or participation
Imaginary or genuine experience
The community's responsibility for recreation
The need of education for leisure
Intellectual and educational types of recreation
Physical types of recreation

Projects and Problems

1. List the things you do in your leisure time. Which of these meet the test of good recreation?
2. List the non-commercial recreations provided by public and private agencies in your community.
3. What is the essential difference between work and leisure?
4. What are the shortcomings of commercial amusements?
5. What are the strengths and weaknesses of professionalism in sports?

The Challenge of Urbanization and Community Planning

The purpose of community planning
The rings of city growth
Blighted areas
Some aims of planning
Special problems of municipal planning
(Recreation space, slum clearance, subdivision control)
The small town
The rural community

Projects and Problems

1. Appoint a committee to investigate planning in your community. What zoning regulations exist?
2. Develop a report (illustrated by a chart) for the redevelopment of an older area of your own community.

3. Draw up a graph to show population growth of your community over a long period. Try to account for pronounced fluctuations.
4. Plot a line graph using statistics from the decennial census to compare the trends in urban and rural population in Canada since 1870.
5. Are problems of air and water pollution serious in your own community? What steps may be taken by citizens to correct evils of air and water pollution?
6. Where would you suggest locating a new high school in your community? (Base your conclusions on present community planning and other factors relevant to the choice of site).

Old Age and Social Security

Change in life expectancy
Increase in the number of aged since 1900
Factors causing increased life span
Housing and care
Pensions
Interests and leisure
Responsibilities of society

The Problem of Population

Malthus's essay on population pressure
Population growth during the past two centuries
Patterns of growth
Population growth in the United States and Canada
Future problems arising from population pressures

Projects and Problems

1. Report on scientific experiments aimed at increasing the world's supply of food.
2. "The world's population explosion is far more dangerous to humanity than the threat of nuclear war." Conduct a debate on the above statement, bringing to bear as many as possible of the contemporary writings on population.
3. Account for variations in population increase in various parts of the world.
4. Why, in the last hundred years, has population not outgrown food supply as Malthus said it would? Cite a country where his theory did work out? Discuss the possibility that his theory will work out on a world wide basis in the future?

PART B - THE GUIDE

(The information in the following pages is intended to assist the teacher in the early stages of his planning. In no way should the suggestions lessen his inventiveness. They are examples of what some teachers are now doing. Every teacher will devise other fine methods that will suit his own class and be consonant with the immediate objectives of the course in his locality.

The pages that follow are not intended to prescribe the style in which the teacher teaches or the pupils learn. The teacher has the freedom that is a necessary accompaniment to the responsibility of leading his class toward an understanding of man in society.)

Introduction

"Man in Society" as a course on the problems of contemporary society presents a considerable challenge to the capabilities of the student and to the scholarship and imagination of the teacher. The student will need to draw upon his previous school experience in biology, geography, history, and literature. The teacher must keep his background knowledge in the humanities and the sciences up to date. The changing conditions on the local, provincial, national, and international scene will conspire to make this an everchanging course.

The content of the course includes a study of some of the forces in contemporary life, their influence upon man's behaviour, and man's efforts to control them. A survey of the current scene is treated descriptively. The evolution of such institutions as family, state, court, and government is in part an historical study. The examination of man's reaction to, and control of, his environment touches on hereditary and environmental influences, learning, remembering, reasoning, and problem solving. A part of the course includes the study of problems having to do with such issues as adjustment to cultural change and the challenge of urbanization.

It is important that each teacher use his own professional discretion in developing a program that is best suited to the needs, interests, and capabilities of his pupils. Selectivity is vital. To treat with a uniform pattern all the units and problems would be to risk boredom and misunderstanding. A selective treatment of the institutions and problems, typical of their own region and their own sort of community, will ensure enhanced interest.

Although the course has already been organized in a logical sequence, teachers should feel free to alter that sequence because of particular interests or needs of the class. Teachers may want to emphasize or add to certain units, and may not have sufficient time to deal with all units. No doubt the amount of detail will vary from one unit to another.

While planning his course sequence, the teacher should consider the most appropriate segments of the term to deal with each of the five social problems or "challenges of contemporary society" described in Unit VII. For example, the rapidity of technological change might be dealt with at the end of Unit II. Or, it could be left until the end of Unit III; at that time the students would be able to bring some knowledge of both sociology and psychology to bear on the problem. The arrangement of the topics must be functional and flexible.

It is hoped that the pupils will have the opportunity to approach these problems in as objective a manner as is possible. The role of the teacher here in guiding his pupils along lines of study of these problems, is a most important and delicate one. In developing the full study of these problems, he should studiously avoid any attack upon the problem in a manner which is calculated to advance a cause. It is not proposed, for example, that a topic such as "Probation and Parole" should be presented in the form "Should Canada abolish parole procedures?" Instead, the class should be led to identify and define some of the issues involved, to study the relationship between society and the criminal, and to examine arguments opposing and favouring probation and parole. It would seem that a tendentious approach to the study of the projects and problems should be carefully avoided.

Could the teacher use some form of approach that resembles a pattern in the study of history? Some of the practices of the historian might be followed by the student working on this course, "Man in Society". It is generally recognized that history should no longer be seen as a body of fixed and immutable "facts" to be simply organized and drilled. Rather, concentration should be placed upon the structure of the subject as revealed through the historian's method. Now, in order to do this, certain historical units or topics might be posed to the pupils in the form of problems to be solved partly through the research methods of the historian and partly through classroom discussion. Through the practice of research (even fairly simplified research) the pupil could gain some insight into the thinking of the historian and the structure of history. At least a partial comprehension of historical structure might emerge from a clearly guided and organized study of selected sources such as reference books, diaries, letters, traveller's accounts, magazines, newspapers, and pictures. In the establishment of historical relationships and in the solving of historical problems, the pupil's discoveries should be primarily his own. "The revelation of new meaning should emerge as a result of his own reading, his own thinking."

This approach in history runs on rather parallel lines with the approach which might best be taken in this course. The pupils should, through a program of fairly wide reading and research, be given the opportunity to appreciate the complexity of the problems under study, and to examine theories and practices of the past and present, and to recognize the need to assess the attitudes of groups within our society. Such an approach to the course might be expected to teach the recognition of bias, emotional forces, the social conscience, prejudice, and the like. Above all, the pupil should be made aware, within the limits of his capabilities, of his need for knowledge and objectivity when, as a citizen, he will be called upon to share in the solving of problems involving himself and his society.

James H. Schall, Chairman of the Sociology Division of the Social Studies Department of Upper Darby Senior High School, in Pennsylvania, has set down aims for the study of sociology in the May 1965 issue of "Social Education". These goals express some of the objectives of "Man in Society". "Our goals are to achieve a real appreciation of human values and problems, their origin, development, and possible solution, to achieve a meaningful appreciation and understanding of our own culture, our strengths, weaknesses, present problems and possible future; to achieve a significant understanding of the interdependence and vulnerability of all peoples in a shrunken world in an atomic age; to encourage alignment with the constructive forces in the world; to develop powers of analytical judgment, responsibly applied; and, finally, to whet the natural curiosity and inquisitiveness of young people to seek more and more knowledge and to ask more and more questions."

SUGGESTIONS OF METHOD

It should be clearly understood that this outline of suggestions concerning the course is not intended to represent a prescription to be followed by all teachers of "Man in Society". Indeed, the teacher must develop his own course amplification. Naturally, this amplification will be organized from the basic course. However, selectivity is vital. To survey all units and problems in a surface treatment is to court pupil boredom and misunderstanding. A teacher may well find that a more thorough development of two or three units or problems during the year is most rewarding.

The teacher should be free to develop his own timing of the course. If a teacher finds his pupils thoroughly excited over and involved in the study of one section of the course, then, perhaps, this section deserves considerable amplification and some treatment at leisure. This style of treatment gives opportunity for study in depth.

If the invaluable benefits of objectivity, analysis and interpretation are in any way to accrue to the pupil, then, this course must not be given as a mere text-book presentation. Although there is a basic text, the course should proceed through directed discussion and through projects and assignments in which multiple references are used.

In preparing a particular unit, the teacher might take four major steps. First, he might discover the depth of treatment of the topic in the student text-books, and the resources in books dealing with sociology, social problems, and psychology that are on his own or the library shelves. Second, he might think through and write down the kinds of knowledge and skill that he expects the students to gain from this unit. Third, trying to be as imaginative as possible, he might make a list of several learning activities that could help the students to have experience with that knowledge or skill. Finally, he could select the particular method and the most useful subject matter, for each class session devoted to the unit.

In summary, the imaginative teacher will consider and use a variety of methods in the course. Eleven are listed below.

1. Seminar Style

The class may be organized in seminar style, as basically a student-oriented class. The student must read, prepare, present, discuss, and make decisions that are based on experience and factual information. The teacher must control, guide, clarify, supplement and organize the work being covered. He avoids the role of the authoritarian leader and prefers the role of one who gives encouragement and advice.

2. Guided Reading

If the students are encouraged to use many books, much of their learning can depend on reading. Even if every student has a text-book, class sets

of two or three other books that are closely related to the course can be very useful. Students may be given definite reading assignments (certain pages in designated books), perhaps accompanied by specific questions to be answered. Additional reading from pamphlets and newspapers is essential so that the events of the day may be linked with the units of the course.

3. Discussion

Discussion is one of the most important methods used by most teachers of "Man in Society". Students can be encouraged to relate their learning during this course to those aspects of the world with which they are familiar. In subgroups or in the classroom group, students can discuss what they have read, what they have seen in classroom films or on a particular television program, and what they have heard during talks by the teacher or a guest speaker. In addition, discussion may be promoted by panels, team debates, model parliaments, role playing, and impromptu speaking.

4. Small-group Studies

Much of a student's learning can occur in small groups. Small groups or committees can be established to investigate certain topics or social problems and to report to the class. A few copies of reference books in a classroom library or school library could greatly facilitate such projects. Committees could also perform certain tasks during the course, such as inviting and meeting a speaker, or maintaining a bulletin board.

5. Thought-provoking Projects

Individual students could also be encouraged to choose thought-provoking projects which would result in a written report. In order to conduct such independent study effectively, most students require assistance in choosing the topic or problem and in finding resources. In addition to the written report, the student might prepare a brief resumé that he could deliver orally. Although the "projects and problems" throughout the course provide many suggestions, teachers could also encourage students to think of other possibilities related to strong individual interests.

6. Films

Many highly relevant films are available for use during the year. By examining several film catalogues and the list of films included in this booklet, the teacher will discover a number of films suited to the interests in his own class. Films that end with a question or unresolved conflict can form beginning-points for enthusiastic discussion.

7. Interviews

This course can draw on the students' own observations, his opinions, and speculations. When learning about changes in the family, for example, students might write down the differences between their own families and

those in which their parents grew up; the resulting data could form the basis for a well documented discussion. If desired, the students could be asked to interview their parents and others in order to increase the amount of data.

8. Field Trips

During the year the teacher may want to obtain permission and to make arrangements for one or two field trips. Either the entire class or only the students who are especially interested would attend. The distance travelled might range from a tour of one part of the students' own school to a trip of a hundred miles. The following are some possible destinations: municipal offices, the provincial legislative assembly, a court, a reform or penal institution, a partly automated factory, experimental laboratories in the psychology department of a university, a museum, a project in community planning or urban renewal, a union meeting, or a home for the aged.

9. Guest Speakers

The teacher may wish to invite two or three guest speakers to the class during the year. Such persons might describe a specific institution, an occupation, a social problem, or an other country. Speakers might include the principal, another teacher in the school, a lawyer, social worker, government official, businessman, or a police officer. Time should be reserved for students' questions and for discussion. Some principals may arrange that the time-table include two consecutive periods each week in "Man in Society" so that speakers will be able to spend an hour or more with the class.

10. Panel Discussion

This is an interesting approach if used infrequently. One method that is effective is to have a panel of three or four class members and a chairman, all of whom have become experts on a particular topic. The class should also have a background of knowledge of the topic being discussed. The panel then is prepared to answer the questions which the class presents to them. The chairman is responsible for directing the questions to the panel members.

11. Debate

This method can be useful in some areas of the course. The informal debate also has its place because it allows for participation by all of the students.

Variety is the key to success with this course. By varying the method, the teacher makes "Man in Society" more suitable to individual students and more interesting to all.

Student involvement is extremely important. The student learns that his share of the work matters. His contribution to the co-operative class work is one step toward bringing each unit's study to a successful completion. Second, he learns how to organize his thoughts, and to present them to others in his class. By involvement, the student becomes more sure of himself, develops poise and is able to take more and more responsibility.

The Syllabus for "Man in Society" has been arranged in a brief outline form. This gives the teacher the freedom to adapt the course to his own school. However, because the syllabus is brief, the teacher will need to make some amplification of the topics. On the next page two types of course amplifications are presented.

A.

Topic

Suggestions and Special Projects

Labour and Management
Introduction by brief history of labour movement - emphasis on reasons for development of labour movement.

Screening of N.F.B. film "Strike in a Town" - discussion of position of management and labour in contract negotiations.

Project: Written report on threatened strike in local hospital - issues on both sides and how resolved.

B.

| Topic | Suggestions and Projects | References |
|--|---|-------------------------------|
| <p><u>The Church</u></p> <p>Religion a universal need of man Religious tolerance Religion and morality Social values of religion Organized religion today Recent trends toward unity</p> | <p>Speaker: Invite a local minister to discuss the role of religion in our society.</p> | <p>See Landis and Cole</p> |
| | <p>Project: Write a report on the role of religious groups in your community. What are the types of activities in which they engage, their social values to the community, etc.</p> | <p>N.F.B. Film "Buddhism"</p> |

THE ROLE OF EXAMINATIONS

1. Two Purposes

The teacher, accustomed to using many methods and various devices to enhance what the student learns, can depend upon term examinations to assist him. Both the student and the teacher gain when examinations are carefully devised, conscientiously written, and thoroughly assessed.

First, the student can look upon a formal examination as an opportunity to communicate as an individual with his teacher. The examination sets apart a block of time, comparable to that for other school subjects, in which the student can examine a question paper, think out his answers and write in good style. On his part, the teacher has time to read the script carefully and make a special assessment of the work of each student.

Second, the teacher can use the formal examination to assess how well he has taught the course. From day to day he estimates his success, although the assessment is likely to be quite subjective. However, the process of formal examination makes for precision. First he sets the paper, having in mind the objectives he has formulated for "Man in Society" with each class. As he reads the answer papers, he analyses the degree to which his objectives are met. Following the examination, he changes his pedagogical method in the areas where his success seems consistently incomplete. The teaching as well as the learning is under review during examinations.

2. Types of Papers

Whatever the format of the examination, it is essential that it be consistent with the teaching methods used in the classroom. With the wide variation in teaching methods, it can be expected that the types of questions on the examinations are just as likely to vary. Just as the teacher has the freedom and responsibility of presenting the subject matter in a manner he deems most appropriate, so it seems reasonable and important that he should have the same freedom and responsibility for setting a type examination which he feels is most consistent with his approach. While not all-inclusive, these points need consideration.

(a) Since there are some facts to be learned, a portion of the paper could be devoted to relatively short answers of a few sentences.
e. g.

"Define six of the following terms, illustrating your answer with an example:
(a) Caucasian
(b) primary group etc."

(b) Part of the paper might comprise objective-type questions.

(c) Considerable choice can be given in essay-type questions. For example, the student may choose between two aspects related to one theme as this examination item allows.

e. g.

"Answer (A) or (B) part; do not answer both.

(A) Communications and transportation are important areas to consider when we think of society.

Discuss these areas under the following headings:

- (1) The types of transportation and communication.
- (2) The effects each has on a society
- (3) Dangers that a society may face because of these.

OR

(B) Physical environment is a very important factor to consider when thinking of the development of a society.

Discuss changes in physical environment in the following regions, and show how they have affected "Canadian" society.

- (1) St. Lawrence River Valley
- (2) Labrador
- (3) Niagara Falls
- (4) Kitimat ."

(d) Sometimes a quotation makes a good starting point. The opportunity to express personal opinion is a natural extension of the class discussions. Here is a sample:

"Read the following quotation before answering this question.

'One of the few blessings of living in an age of anxiety is that we are forced to become aware of ourselves. When our society, in time of upheaval in standards and values can give us no clear picture of 'What we are and what we ought to be,' as Matthew Arnold puts it, we are thrown back on the search for ourselves. The painful insecurity on all sides gives us a new incentive to ask, Is there perhaps some important source of guidance and strength we have overlooked?'

Rollo May, Man's Search for Himself.

From what you have studied to date in this course, explain what we can learn by becoming involved in a 'search for ourselves'."

An interesting feature of the discussion question is the wide range of source material. Quotations may be taken from the reference texts or from current publications such as magazines or newspapers. Questions asked about the quotation could be framed in the light of the class discussion of the subject.

(e) The "case-study" question form presents an interesting challenge because it provides a real situation. An excerpt from a case-study and two of the several questions based on it is included here.

"The Giffen Family

The Giffen family live in one of the older residential areas of a large Canadian city situated in Southern Ontario. It is generally considered to be one of the more desirable areas of the city in which to live, although most of the homes are thirty to forty years old. Not an expensive house, it is roomy and the family "live" in every room including a recreation room in the basement.

By our modern standards the Giffens are an average family. It consists of Mr. & Mrs. Giffen, both in their late thirties and their three sons Jim, Charles, and Fred, 17, 16 and 14 respectively. Like most of their neighbours they usually take a trip together every summer and spend the Christmas season with the grandparents. Each member of the family has outside interests of his own, thanks to a well developed educational and recreational program provided by the city.

. . . Mrs. Giffen, an attractive and energetic woman, makes no secret of her admiration for a husband who has provided her with every modern convenience from a deep-freeze to a dish washer. Unfortunately, she has discovered, these very conveniences have shortened and lightened her work to the extent that she has a great deal of time on her hands . . .

- (i) State six ways in which Mrs. Giffen's home life is different from that of her ancestors of the 19th century.
- (ii) She is faced with a problem that is common to many married women to-day. What is the problem and what solutions might you offer to help overcome it?"

(f) One of the term examinations might well be planned as an open-book one. Indeed, if the teacher notices that his students are beginning to look on "Man in Society" as a block of facts and principles to be memorized, he may use this type of examination to diminish this aspect of the course. Several months in advance, the students would be advised that for their next examination they may bring with them any materials they wish for reference - such as textbooks, note-books, other books and a dictionary. While writing the paper, the student uses his reference material, just as an adult person uses many sources when he prepares a speech.

The teacher should choose between a closed-book examination and an open-book examination on the basis of what each accomplishes. The open-book examination plays down the importance of memorization, reduces the amount of worrying and tension before and during the test, and lessens the tendency to cram. The closed-book examination provides more motivation for study and encourages a less superficial approach to the course.

3. The Weight for Term Work

The experiences of the first experimental year of the course

indicate that there may be great variations in the relative weights assigned to formal examinations and to term work. The relationship between the two may vary greatly, depending on the extent of active participation in either individual or group projects and presentations. If the course is teacher-oriented, the weight of the examination might be considerably greater, than in a program which is developed through discussion, group participation, projects and problem solving. A fully organized student-centered program might devote only half of the final mark to the examination. Although no arbitrary figure can be suggested, it is clear that the value of term work is in direct proportion to the length, difficulty, and frequency of the projects assigned to the student.

Among the items which may be taken into consideration in reaching a term mark are the marks of one-period written tests, essay or problem-solving projects, preparation of material for class discussion, participation in both voluntary and assigned topics, specific homework assignments, bulletin board display work, acceptance of responsibility in panel discussions. Teachers may also wish to assign term marks to other aspects of the pupil's work in which they can make an impartial, objective evaluation.

One of the values of this course lies in the improvement it can bring to the student's ability to communicate his ideas both orally and in writing. It would appear possible, therefore, to consider the student's day-to-day class work as being equal in value to his written examination. Whatever weight teachers may give to term work should be based on a realistic assessment of the effort required of the student in completing the assigned topics.

THE WORK OF THE STUDENTS

1. Some teachers find short projects requiring research in the library effective. These reports are seldom more than five pages in length.
2. To prepare for class discussions, some teachers assign advance reading. To guide this reading, questions may be designed with specific reference to resource materials. This written work is quickly checked on the following day, leaving most of the classroom period available for discussion. The above method encourages constant use of the reference materials available, and ensures lively discussion because all will have done at least a minimum amount of reading.
3. Notes should reflect the personal effort and the interest of the student. They should be checked periodically, encouragement and advice should be given, and a grading should be credited to the student.

The method of producing adequate notes can be varied. Some teachers divide the class into groups of four or five students. A secretary is selected by each group and the group works together as a unit in the preparation of the notes for a specific section being studied. The notes are examined by the teacher, assessed, and turned over to a typist to be prepared for class distribution. Under this plan although single groups make the class notes, all the students continue to do the assigned reading and the writing of preliminary notes in order to be prepared for class discussion. Encourage each group to produce its record of the topic in a style that the members find most satisfactory. Notes should reflect the diversity of the students and the topics.

4. Some responsibilities may be assigned on a rotating basis. While a given unit is being studied, a selected group may take care of filing materials, and setting up displays on the tackboard. Members of this group might also introduce and thank speakers, and prepare and send out letters.
5. Some projects may become team presentations. For example, basing their case on newspaper reports, a group may cite a number of instances where isolation is a factor in world problems. Another group might frame a panel discussion to follow the screening of the National Film Board film "Two Languages".
6. Some teachers plan for a "Group Dynamics" approach. This engenders a sense of informality and free expression which seems to result in more social responsiveness.

In addition to informality and free expression, another significant factor in this approach is the assumption of responsibility by the student. He is responsible for controlling the learning situation, and for making decisions which involve his classmates. It is interesting to note how some students react when they have a responsibility to carry.

The most important factor in the success of this approach is the desire of each student to experience recognition. The more preparation he does, the greater acknowledgement he receives from the class. The internal motivating influence of wanting to be well received by his peers is basic to group dynamics.

CLASSROOM FACILITIES

The facilities necessary to accommodate any class of "Man in Society" will depend upon the teaching methods the instructor has decided to adopt.

To facilitate communication and to encourage greater participation and social responsiveness among all members of the class, some special arrangement of furniture in the classroom is desirable. Tables and chairs could be set out in a rectangular fashion with all students sitting around the outside facing in toward the centre. The teacher's desk may be at one end of the rectangle. If a semicircular arrangement is preferred, his desk might be at the open end of the semicircle.

The classroom should be equipped with many bookshelves having space for reference books, class sets and periodicals. The provision of a few carrels would encourage individual library research. The teacher and students will need one legal-size filing cabinet, and a large tackboard area.

Since films will be projected, blackout curtains and a storage place for audio-visual equipment should be provided. The equipment should include a tape recorder, film and filmstrip projectors, and a screen. It would also be wise to provide for the use of a microphone, record player, a radio, a television set, an opaque projector, and an overhead projector.

However, if few of these facilities are available, the resourceful teacher will still be able to use some diversity of methods.

SELECTED FILM RESOURCES

1. Annotated list of National Film Board films related to this course.

FOUR FAMILIES (Part I, 30 min., Part II, 30 min., black and white)

Related to The Family in Unit I.

A perceptive look at contrasting ways of life in four contemporary families filmed in India, France (Seen in Part I), Japan and Canada (seen in Part II). In each case, the family's attention is focused on a year-old baby. One of the commentators is the distinguished anthropologist Margaret Mead.

COURTSHIP (Part I, 30 min., Part II, 30 min., black and white)

Related to The Family in Unit I and could be an alternative to "Four Families".

An informative look at current approaches to courting in four parts of the world: Sicily, India (Part I), Iran and Canada (Part II). Comparative anthropology with a touch of wit.

The following three films describe three major religions and relate to The Church in Unit I. (Each film runs about 18 minutes and is in black and white.)

BUDDHISM

The story of the Buddha, of his renunciation of wealth and power, and the faith he founded which today influences the lives and hopes of millions in Asia.

HINDUISM

Traces this religion's growth and shows some of the observances of the faith, its teachings of non-violence, its respect for all living things and the social order it has created.

ISLAM

An exploration of this faith which is competing for converts with Christianity. Worship at the holy shrines at Mecca, the vastness of this religious empire, and the history of Mohammed himself, are some of the main aspects dealt with.

DAY AFTER DAY (27½ min., black and white)

Related to Business and Industry in Unit I.

The film probes life in a small paper mill town where the entire routine of living becomes an adjunct to the dominant preoccupation of the factory. A subjective portrait of the impact of industrialization on a community.

CIRCLE OF THE SUN (29 min., colour)

Related to Cultural Change in Unit II.

The film records one of the last gatherings of the Blood Indians of Alberta, who, a few generations ago, were the unchallenged rulers of the grasslands. Now their young men are caught in a dilemma: they cannot share the feelings of their old people for tribal ways; they have not found a firm foothold in the bigger world.

THE ROMANCE OF TRANSPORTATION IN CANADA (11 min., colour)

Related to Influence of Invention on Civilization in Unit II.

Light-hearted cartoon look at the role successive innovations in the realm of transportation have had on Canada. Witty yet carefully researched and factual.

THE HUTTERITES (28 min., black and white)

Related to Differences in Standards and Values in Unit II.

A sensitive portrait of a religious society which, for four centuries, has successfully defied the pressures to conform with those around them.

NEIGHBOURS (8 min., colour)

Related to Morals and Law in Unit IV.

This Academy Award winning film by Norman McLaren tells the story of two neighbours who abandon the moral code that has made them good neighbours, and fight each other to the death.

EVERYBODY'S PREJUDICED (21 min., black and white)

Related to Minority Groups in Unit V.

Definitions of prejudice and discrimination from a Canadian point of view.

LONELY BOY (26½ min., black and white)

Related to Power of Society to Influence Individual Thinking in Unit VI.

A fascinating study in mass hysteria as engineered by Paul Anka and Co.; the film includes revealing interviews with the singer, his manager and encounters between Anka and ecstatic fans.

VERY NICE, VERY NICE (7 min., black and white)

Related to Power of Society to Influence Individual Thinking in Unit VI.

A very unusual and provocative film with a very intense "feel" for the world-in-transition of which we are a part. The film is not only a comment on our society, it is also an example of how the society has influenced the artist to see the world in this way. The teacher should preview this film because of its unusual nature.

The following three films are part of the National Film Board's The Earth and Mankind series. (Each film runs 28 minutes and is in black and white). They relate to Problems of Population in Unit VII.

PEOPLE BY THE BILLIONS

An examination of how declining death rate and accelerated birth rate may turn this into a "standing room only" planet.

THE GLOBAL STRUGGLE FOR FOOD

The efforts being made to stave off the threatening crisis in world food supply through new developments and a more intensive use of existing resources.

CHALLENGE TO MANKIND

Five world authorities express their views on the threat to mankind inherent in the present population explosion and present some possible solutions.

The following three films are part of the National Film Board's Lewis Mumford on the City series and relate to The Challenge of Urbanization and Community Planning in Unit VII. (Each film runs 28 minutes and is in black and white.)

THE CITY -- HEAVEN AND HELL

A study of the elements that created the first cities about five millenia ago, and the forces that now threaten to destroy "man's most precious collective invention".

THE CITY AS MAN'S HOME

Slums, suburban sprawl, bleak and anonymous apartments; our communal living standards tend to be falling while individual standards rise. How did this happen and what can we do to meet the challenge of community planning?

THE CITY AND THE FUTURE

An examination of the city's prospects for the future and the choices that lie before us now.

2. Other suggested National Film Board films.

For further information as to where these and the preceding films may be secured, consult your nearest N.F.B. district office or write to:

The National Film Board,
1 Lombard Street,
Toronto 1, Ontario.

Willie Catches On
Penitentiary
Canada Between Two World Wars
The Grievance
Let's Discuss It
The Longer Trail

Strike in Town
Eternal Children
R.C.M.P. Connor's Case
The Shop Steward
General Assembly

3. Suggested films listed in the Department of Education Film Catalogue, 1965, available from:

The Audio-Visual Education Branch,
559 Jarvis Street,
Toronto 5, Ontario.

| | | | |
|--------|---|--------|--|
| T-79 | The Family | AE-28 | Four Families |
| G-41 | Family Life | G-89 | Other People's Property |
| G-100 | What About School Spirit | G-75 | Making Friends |
| G-99 | What About Prejudice | SS-263 | The High Wall |
| G-59 | The Majority Vote | SS-544 | Georges P. Vanier |
| SS-603 | Queen Opens Parliament | G-52 | Country Magistrate |
| SS-425 | English Criminal Justice | H-76 | Immunization |
| SS-589 | The City | SS-173 | Houses in History |
| SS-282 | Our Inheritance from Historic Greece | SS-283 | Our Inheritance from the Past |
| SS-604 | Quest for Freedom | SS-478 | Life in Ancient Greece - Home and Education |
| SS-479 | Life in Ancient Greece - Role of the Citizen | SS-623 | Life in Ancient Rome |
| SS-373 | Medieval Guilds | SS-593 | Egypt, Cradle of Civilization |
| H-45 | Heredity and Environment | T-51 | Fears of Children |
| T-52 | Habit Patterns | T-32 | Learning Through Co-operative Planning |
| H-58 | Rules and Laws | T-43 | Our Invisible Committees |
| | | G-68 | Better Use of Leisure Time |

4. Additional Sources for Films:

Audio-Visual Education Division, Department of Education, 559 Jarvis St., Toronto.
Better Business Bureau Offices across Canada - Films available on loan - free.
British American Oil Co. Ltd., 800 Bay Street, Toronto, Ontario - on loan - free.
Canadian Brotherhood of Railway, Transport and General Workers, 230 Laurier
Avenue West, Ottawa 4, Ontario - on loan - free.
Canadian Labour Congress, 100 Argyle Avenue, Ottawa 4, Ontario.
Coronet Instructional Films, (Sovereign Film Distributors Limited, 277 Victoria
Street, Toronto, Ontario) - films sold and rented.
Crawley Films Limited, P.O. Box 3040, Ottawa 3, Ontario.
Electronic Industries Association of Canada, 200 St. Clair Avenue West, Toronto,
Ontario - on loan - free.
Encyclopedia Britannica Films, Inc., 151 Bloor Street West, Toronto, Ontario -
films sold and rented.
McGraw-Hill Co. of Canada Ltd., Text Film Division, 253 Spadina Road, Toronto,
Ontario - films sold and rented.
National Film Board, P.O. Box 6100, Montreal, P.Q. - sold and rented.
Shell Film Library, Shell Oil Co. of Canada Ltd., 505 University Avenue, Toronto,
Ontario - films on loan - free.

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Canadian Forum: Monthly, 30 Front Street West, Toronto, Ontario

Encounter: Monthly, Panton House, 25 Haymarket, London SW 1, England

Saturday Night: Monthly, 55 York Street, Toronto 1, Ontario

Saturday Review: Weekly, 380 Madison Avenue, New York, N.Y.

Unesco Courier: Monthly, Queen's Printer's Bookshop, 36 Adelaide Street East, Toronto 1, Ontario

and local newspapers

